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ABSTRACT

Compiled by the Curriculum Department of the Protestant School Board of Greater Montreal, this French and English guide is intended to aid teachers to capitalize upon the Olympic Games to promote educationally sound activities. The objective is to develop an interest in the students of the aims of the Olympic Movement and to develop a sound mind in a sound body. The guide includes the Olympic motto, spirit, and symbols; the Olympic anthem; objectives of the Olympic Movement; a brief historical background of the Olympic Games; and the Olympic standards for men and women. Using the Olympics as a theme, activities are given for teaching language arts (upper elementary and junior high), art, creative arts and crafts, home economics, music, movement education, physical education, and social sciences. (NQ)

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schoolympic activities

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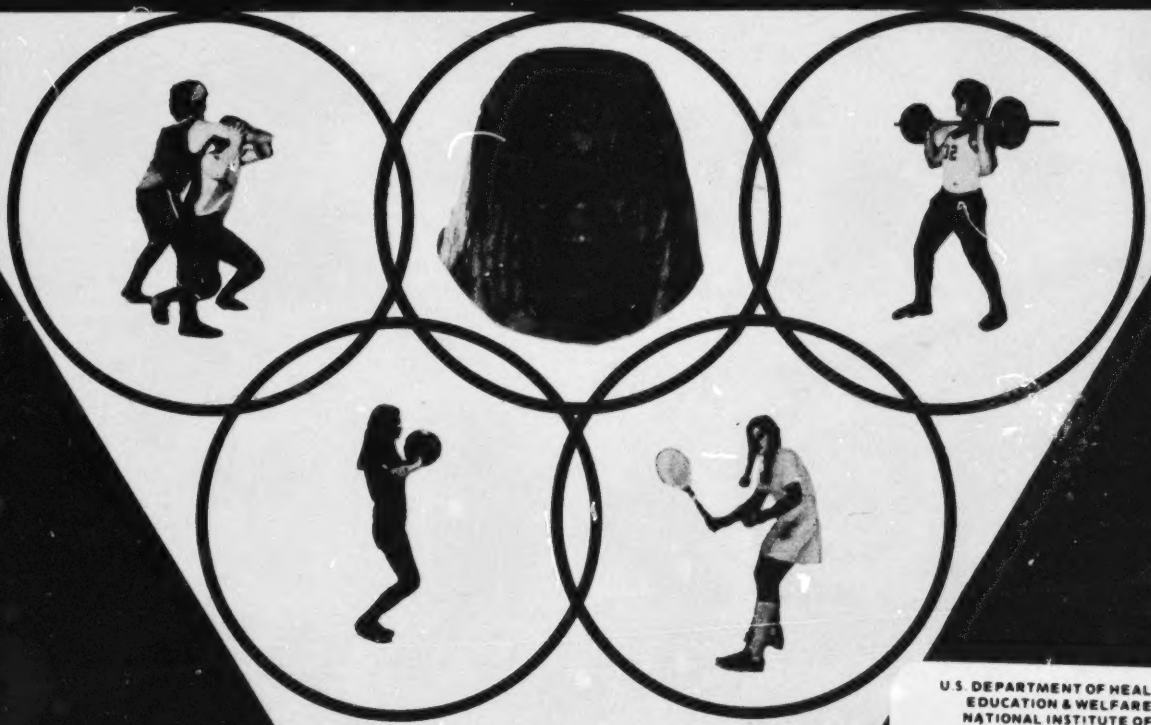

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Protestant School Board of Greater Montreal

THE OLYMPIC CREED

'The important thing in the Olympic Games
is not winning, but taking part.

The essential thing in life is not conquering
but fighting well."

Baron Pierre de Coubertin

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February 1975

OLYMPIC MOTTO

The International Olympic Committee motto is -

"Citius - Altius - Fortuis"

(swifter, higher, stronger)

OLYMPIC SPIRIT

National Olympic Committees should encourage the development of Olympic spirit among the youth of their countries. They should promote a program of education for the public and the press on the philosophy of amateurism. There is a tendency to concentrate too much on performance and new records and not enough on the social, educational, aesthetic, ethical and spiritual values of amateur sports.

FOREWORD

THE OLYMPICS ARE COMING!

THE OLYMPICS ARE COMING!

Teachers are forever in search of opportunities to stimulate learning. The recent Watergate events, for example, gave to social science and political science teachers unparalleled opportunities to examine with their students the impeachment process in the United States.

In our case, the Olympics are well advertised and we have ample time in which to conceive profitable learning activities related to the presence in Montreal of the 1976 Olympics. This document is meant to provide a few ideas and to stimulate teachers and principals to generate others.

M.H. Stanley,
Superintendent of Curriculum.

ACKNOWLEDGEMENT

The material in this booklet has been compiled by members of the Curriculum Department of The Protestant School Board of Greater Montreal in the hope that it may aid teachers to capitalize upon the forthcoming Olympic Games to promote educationally sound activities.

It is our hope that by developing an interest in the Olympic Games students will become familiar with the aims of the Olympic Movement and interested in developing a sound mind in a sound body.

Our thanks are extended to all members of the Curriculum Department for their contributions to this project.

Lee Hutton
Ann Peterson
Walter Mingie

Olympic Activities Committee
P.S.B.G.M. Curriculum Department

The cover was designed by students of Mass Media, Wagar High School.

OBJECTIVES OF THE OLYMPIC MOVEMENT

The Olympic Games were not revived by the Baron de Coubertin merely to give contestants a chance to win medals and to break records, nor to entertain the public, nor to provide for the participants a stepping-stone to a career in professional sport, nor certainly to demonstrate the superiority of one political system over another. His idea was that they would:

1. Bring to the attention of the world the fact that a national program of physical training and competitive sport will not only develop strong and healthier boys and girls, but also and perhaps more important will make better and happier citizens through the character building that follows participation in properly administered amateur sport;

2. Demonstrate the principles of fair play and good sportsmanship, which could be adopted with great advantage in many other sphere of activity;

3. Stimulate interest in the fine arts through exhibitions and demonstrations, and thus contribute to a broader and more well-rounded life;

4. Teach that sport is play for fun and enjoyment and not to make money, and that with the devotion to the task at hand, the reward will take care of itself - the philosophy of amateurism as contrasted to that of materialism;

5. Create international amity and good will, thus leading to a happier and more peaceful world.

THE OLYMPIC GAMES

(The historical background)

The XXI Olympiad will be held in Montreal from July 17th to August 1st, 1976.

The program for the Montreal Games includes 20 sports: athletics, rowing, basketball, boxing, canoeing, cycling, fencing, soccer, gymnastics, weight-lifting, handball, hockey, judo, wrestling, swimming, modern pentathlon, equestrain events, shooting, archery, volleyball, and yachting (on Lake Ontario).

Popular legend attributes the foundation of the Olympic Gamea to Hercules, son of Zeus. So important were they that time in ancient Greece was measured by the four-year interval between the Games, called an Olympiad. Olympiad therefore means four years time.

The first Olympic Games can be traced back as far as 776 B.C., and were staged at intervals of four years for almost 1200 years, till they were abolished in 394 A.D. The first Olympic Games of the modern era took place in Athens, Greece, in 1896 due to the efforts of Pierre de Coubertin. They have continued every four years since then with a few exceptions due to major wars.

Winter Olympic Games were started in 1924 and have been held in the same year as the Summer Games, but at a different location, usually in a different country.

The Olympic Games of the Modern Era were held:

DATE	CITY	COUNTRY
1896	Athens	Greece
1900	Paris	France
1904	St. Louis	U.S.A.
1908	London	England
1912	Stockholm	Sweden
*1916	Berlin	Germany
1920	Antwerp	Belgium
1924	Paris	France
1928	Amsterdam	Holland
1932	Los Angeles	U.S.A.
1936	Berlin	Germany
*1940	Helsinki	Finland
*1944	London	England
1948	London	England
1952	Helsinki	Finland
1956	Stockholm	Sweden
	& Melbourne	Australia
1960	Rome	Italy
1964	Tokyo	Japan
1968	Mexico City	Mexico
1972	Munich	Germany

*Not Staged

LANGUAGE ARTS OLYMPICS

LANGUAGE ARTS OLYMPIC CELEBRATION

BENEFITS:

- Class spirit
- School spirit
- Opportunity to share with others
- Experience in:
  - planning for others
  - group interaction
  - improving social graces
- Improved public relations resulting from parent participation

COSTS:

- Inspiration from teachers
- Planning by teachers
- Planning by children
- Hard work for both teachers and children

MATERIALS:

- Subjects of the curriculum
- Day to day work
- Common theme (Brotherhood, Olympic Heroes, Heraldry)

TIME:

- A week
- A month
- A term

PLACE:

- Classroom (self contained)
- Classroom (invitations to other classes to participate)
- Gym (class acting as a host, planning and coordinating committees)
- Gym and adjacent classrooms (invitations to neighboring schools to come and join in the celebrations by participating and/or presenting)

LANGUAGE ARTS OLYMPIC CELEBRATION

A Language Arts Olympics may provide a vehicle for your class to share and organize happenings for fellow classmates.

To provide for multiple groupings, each child be encouraged to plan his celebrations in a variety of ways --- individually, in pairs, or in a group.

If one keeps in mind the four aspects of the Language Arts, (Listening, Speaking, Reading and Writing) there can be a variety of activities. Suggestions follow under the heading of "Happenings". These suggestions may provide ideas for group participation which should be a focal point of the Language Arts Olympics. The "Happenings" should be organized and conducted by the children. This is not to say that rehearsals and prompting are not necessary. Quite the contrary. It will be the teacher's final responsibility to ensure that the "Olympics" be a meaningful and rewarding experience for all ---truly a Celebration!

OBJECTIVES OF A LANGUAGE ARTS OLYMPICS

1. That each child take part in the celebrations.
2. That the child be expected to present his best work.
3. That the child be introduced to new forms of expression and allowed to explore them in a creative way.
4. That the child be involved in some form of assessment of his peers' work as a proof reader, a member of a selection committee for suitable materials for displays, etc.

ORGANIZATION

1. Choose a theme
2. Decide on time sequence
3. Involve and motivate the students
4. Decide on entries, rules and regulations with the class
5. Help students with preparation
6. Rehearse
7. Organize committees and begin work:

   publicity
   selection
   proofreading
   displays

LANGUAGE ARTS OLYMPIC CELEBRATION

SUGGESTIONS FOR "HAPPENINGS" (Try to use all forms of media)
MANY OF THE SUGGESTIONS MAY FIT INTO SEVERAL AREAS DEPENDING ON ACTIVITY

LISTENING AND SPEAKING ACTIVITIES

- Child made tapes - (slide tape presentations)
- Public speaking
- Story telling
- Recitations of poetry - learned or created
- Radio plays (taped)
- Choral speaking
- Drama, prepared plays
- Impromptu dialogues, given a story line and characterizations
- Puppets
- Tongue Tanglers - (Taped - prize for winner)
- Debates
- "Who am I?" - (Riddles)
- Panel discussions
- Contests, games, puzzles, treasure hunt
- Book Bulletins
- Opinion poll - taped

READING AND WRITING ACTIVITIES

- Prepared displays of interesting accounts
- Cartoons
- Pupil written stories
- Book reports
- Film strips
- Paired reading - (jokes...etc.)
- Poems
- "Feel Wheel" Children share ideas in writing on huge piece of paper "How do you feel when?"
- Class newspaper
- Interviews - children sign in to be interviewer or interviewee - tape these - write them for others to read -
- Family "Write In" (à la Brian Powell)

SAMPLE PROGRAMME FOR LANGUAGE ARTS OLYMPIC CELEBRATION

TIME - 9:00 - 12:00

HOSTS - Grade 3

GUESTS - Classmates and one other class

PLACE - Classroom and gym or large open area

9:00 - 9:30 **MIDWAY-STALLS**

Room divided into sections (labyrinth) for display purposes with children acting as guides - answering questions and directing flow of traffic.

Displays

1) Collections - dolls representing participating countries, Olympic Hall of Fame, Flags.
2) Pupil written and illustrated stories, plays
3) Child made tapes
4) Poetry
5) Calligraphy (Salutations from participating countries)
6) Slide tape presentations
7) Cardboard box T.V.
   - flickbook
   - filmstrips

Wait for audience of at least 5 before beginning

AMPHITHEATRE

9:30 - 10:00 Group moves to a large area to see and hear a dramatic production. (Theatre-in-the-round.)

10:00 - 10:10 Promote activities that will be offered in classroom. Children select and are given tickets for their choices. Move to back room.

SAMPLE PROGRAMME FOR LANGUAGE ARTS OLYMPIC CELEBRATION

ACTIVITIES

10:10 - 10:40

- Scavenger, Treasure Hunt
- Reading Games
- Sales Stalls - Market

Greeting Cards (Hand made)
Posters (Hand made)
Recipes (Samples of delicacies from participating countries on display. Copies of recipes for sale.)

10:40 - 10:50 — R E C E S S

10:55 - 11:55 — Amphitheatre - held in large area

VARIETY PROGRAMME

1) Dramatic Production
2) Recitations and/or Speeches
3) Songs - Audience Participation
4) Tall Stories or Jokes
5) Plays
6) Choral Voice - Echoic Voice
   - Audience Participation

- O CANADA -

BROTHERHOOD SONG

If we could consider each other
A neighbour, a friend, or a brother
It could be a wonderful, wonderful world
It could be a wonderful world.

If each little boy could have fresh milk each day
If each working man had enough time to play
If each homeless soul had a good place to stay
It could be a wonderful, wonderful world
It could be a wonderful world.

If there were no poor and the rich were content
If strangers were welcome wherever they went
If each of us knew what true brotherhood meant
It could be a wonderful, wonderful world
It could be a wonderful world.

If you said hello on the bus every day
If I took your hand and helped you on your way
If we could be friends while we work and we play
It could be a wonderful, wonderful world
It could be a wonderful world.

If each of us heeds to what this song does teach
Remember to practice as well as to preach
It would be a wonderful, wonderful world
It would be a wonderful world.

BROTHERHOOD SONG

CHORUS If we would con - sid - er each oth - er A
neigh - bour, a friend or a broth - er It
could be a won - der - ful Won - der - ful world It
1
could be a won - der - ful world (verse) If
3.
world
there were no poor and the rich were con - tent If
stran - gers were wel - come where ev - er they went If
each of us knew what true broth - er - hood meant It
could be a won - der - ful world If

G.K.

11. IV. 74.

EUROPEAN NATIONAL COSTUMES

SLAVIC

A strip of colored construction paper the same color as the apron will make this hat.
A wide band can be simulated to look like a fur hat.
Let the boy wear a girl's full sleeve blouse if possible with a long tunic and cord sash tied in front.
Use same design on long open bolero, apron, and hat. Let each girl create her own Slavic design.
Full pants such as dyed or dark colored pajamas look best. Tuck them into black boots or heavy socks.

Normal daytime dress throughout Europe resembles normal daytime wear in Canada. However, Europeans are proud of their national costumes and many families own fancy shirts, aprons, jackets, and headgear handed down from generation to generation. They are used for folk dance festivals, town celebrations and even for wedding receptions and other parties.
You can use them the same way - to give atmosphere in a play, to make a dance more exciting, to give an outdoor program color or excitement. Encyclopedias provide good reference for special touches. Some of your own children may also have pictures or actual costumes to contribute.

Further information on costumes may be obtained from the book Creative Costumes for the Classroom, by Nancy Crane, The Instructor Handbook Services, F.A. Owen Publishing Co., 1960, 1000 Pinecrest Road, Ottawa, Ontario.

ART AND THE OLYMPICS

OBJECTIVES:

1. To use the interest in the Olympic Games to foster a greater participation in Art projects.

2. To use participation in Art projects to further interest in the Games and the people participating in them.

3. To provide a raison d'être for investigating costumes, art media and styles of the participating ethnic groups.

ACTIVITIES:

1. Illustrations

Materials - any medium, e.g., pencils, crayons, paints, oil pastels, felt pens, manilla paper 12" x 18" or 18" x 14".

Students may draw from imagination, from observation and through research work some of the following topics: (other topics may be used)

a. my favourite sport;
b. me as a spectator at the Olympic Games;
c. folk dress and/or dances from various countries;
d. illistrate poems and essays written by students;
e. sketches of sports activities in schools.

2. Murals

a. Students with artistic abilities may design a large mural of the Olympic Games on kraft paper and transfer the design onto a wall of the school. (Latex paint can be obtained free of charge from the Maintenance Department.) (The use of tempera paint on walls is forbidden).

b. Students may be assigned to collect pictures and information on the Olympic Games (past and future). This material may be arranged on kraft paper in the form of a large montage.

c. Students may be assigned a project where they create a mural of their own imagination using the materials of their choice, e.g., tissue paper, construction paper, newspaper, etc.

3. Prizes and Crests for Schoolympic activities:

a. See Creative Arts and Crafts, page 11.

b. See Physical Education, No. 8, page 17.

c. Tops and bottoms of frozen juices may be decorated with cold enamel paint (Brault et Bouthillier) as prizes for good sportsmanship;

or

as prizes for a creative poster designed for the promotion of Olympics Games

or

as prizes for imaginative poem, story or song.

4. Posters

All students may be engaged to design a poster promoting the following:

a. attendance at the Olympic Games 1976;
b. sales of Olympic coins;
c. sales of tickets for the Olympic loto.

5. Maquettes

Students may design and construct maquettes of architectural designs of buildings for Olympic Games for the year 1980.

CREATIVE ARTS AND CRAFTS

OBJECTIVES:

1. To use the interest in the Olympic Games to create an interest in a particular art form.

2. To create attractive crests to identify the wearer with his/her interest in the Olympic Games.

ACTIVITIES:

A silk screen can be designed for each school (High and Elementary) containing the "Schoolympic Crest" and the school name.

This crest could then be printed on articles such as "T" shirts, shorts, etc., brought into school by the students.

Teachers who are unfamiliar with the silk screen printing process but are interested in this activity may either acquire the text book entitled Graphic Arts, by Frederick D. Kagy, Goodheart-Wilcon Build-A-Course Series, General Publishing Co. Ltd., or contact Mrs. A. Peterson or Mr. B. Brown at the Board office to make arrangements for a demonstration.

The following Silk Screen Kit is recommended and is available from Advance Process Supply Co., 445 Boulevard Guimond, Longueuil, Quebec. Total price $35.40 plus sales tax.

Silk Screen Kit

- 4 Mite-R-Stix 12" for frame
- 5 Yards Tite-Stretch Cord A
- 1 Yard Dynex 42" 10 XX Silk
- 1 Sheet Speedcut Film No. 21 - 28" x 44"
- 1 Xacto Knife No. 1
- 1 Package of Blades X-Acto No.16
- 1 Quart Lacquer Blockout Fast Dry B-713
- 1 Roll of Gummed Tape, 2"
- 1 16 oz. of Screen Printing Ink
  (7 colors of 16 oz.)
- PAK-540-red / PAK-700-black / PAK-800-base /PAK-400-blue / PAK-100-white / PAK-210-yellow /PAK-310-green

- 1 Quart T-700 Film Adhering Liquid, exact quantity for Sheet or Film above.

All the above ink does not require solvent; it is a water base ink and after drying it is water proof.

- 1 Instruction Booklet

HOME ECONOMICS

OBJECTIVES:

1. Use the Olympic Games to develop a closer awareness of the cultures and life styles of participating countries.

2. To study foods and eating habits of other cultures.

3. To analyze design and dress of other countries.

ACTIVITIES:

Select one or more participating countries and follow progress in the Olympic Games themselves, but also:-

plan projects, individual, group or class, to:-

a) discover its cultural background and way of life, place of children in its society - relate to Family Living;

b) find out about its foods, eating habits, and meal patterns - make posters, plan a display of typical dishes or serve a simple meal or buffet - relate to Foods and Nutrition;

c) investigate its architecture, house design and furniture styles - again posters, house or room plans - relate to Housing and Design;

d) check into the native dress and modern dress - create a display with dressed dolls, swatches of fabric - relate to Clothing and Textiles.

Small articles or craft items which can be embroidered or hand sewn to illustrate native crafts or designs might also be planned.

Plan and serve refreshments typical of one country or region on a school Olympics Sports Day.

OBJECTIVES:

1. To use relevent and timely material as a subject through which to develop writing and speech competence.

2. To use the influence of the Olympic Games to motivate some research in literature.

ACTIVITIES:

1. The pupils could be given an essay assignment on the quotation "Cooperation, not competition, is the need of the age", and other topics.

2. The Olympic Games could be a topic for class discussions.

3. The pupils could prepare speeches to be given in class on topics related to the Olympics.

4. The class could hold debates on the value of the Olympics to the individual, the city, the country, the world.

5. Poems, essays, short stories on Olympic themes could be written.

6. Multimedia compositions by individuals, groups, or classes could be prepared.

7. Publish a News-Sheet on progress in planning for the Olympics.

8. Prepare video and/or audio taped interviews with people responsible for planning the Games, with Olympic athletes or with others to solicit opinions about the games for subsequent editing and discussion.

9. View Olympics films, especially the film of the 1936 Olympics in Berlin, and discussion.

10. Dramatic improvisation, play writing and script reading on situations that could develop around the games could be considered.

11. Compile an anthology of prose and verse on the Olympics.

OLYMPICS IN MUSIC

OBJECTIVES:

1. To foster international understanding through the theme of music.

2. To explore the music of the various countries of the world.

3. To use the comparisons engendered to promote a deeper investigation of the structure of lyrics and harmony as expressed by various national ethnic groups.

ACTIVITIES:

1. High school band, orchestra and choral groups could plan exchange trips to the United States and overseas. This would promote international understanding and instruct the pupils in fulfilling a public relations role.

2. Pupils could learn the national anthem of participating countries.

3. Pupils could study the folk music of the participating countries. (Reference : MAKING MUSIC YOUR OWN - Silver Burdett Series).

4. Write a song to the theme of "The 1976 Olympics in Montreal". The steps necessary in the undertaking of such a project are as follows:

   a. Write the words. Possibly a poem with three or four verses. Use one verse as a chorus to be sung between each verse.

   b. Scan the words for strong and weak syllables. This will give the rhythm and then a time signature.

   c. Write a melody.

   d. Devise a harmony - for piano, guitar or autoharp.

   e. Arrange the finished product for voices, recorder, flutophone, Orff instruments, autoharp, guitar and piano or any combination of these.

MOVEMENT EDUCATION ALL GRADES

OBJECTIVES:

1. To help the pupils better appreciate the cultures of other national and ethnic groups.

2. To provide primary and elementary pupils with a better appreciation of some of the Olympic events.

ACTIVITIES:

1. Teach the ethnic songs and dances of participating nations. Examples will be found in the Movement Education Manual and the Manual "Danses et Chansons".

2. Plan Primary Sports Days in the Spring of 1975 and 1976. Plans are provided in the Movement Education Guide, Supplement No.3 - "Mini Olympics".

THE OLYMPICS IN THE SCHOOL

OBJECTIVES:

1. To capitalize on the interest in the forthcoming Olympics to motivate the pupils to evaluate their own physical fitness.

2. To learn the standards of fitness and athletic achievement appropriate to the pupil's personal age group.

3. To aid the pupil in appreciating the logistics of such an organization as the Olympic Committee in its planning and administering such a program.

ACTIVITIES:

1. Promote intra-mural activities through teams representing countries. Flags, national dress, pictures of the country and national songs can be used.

2. Promote an interest in fitness activities through the Canada Fitness Awards. Additional information can be obtained from:

   Recreation Canada
   Fitness and Amateur Sport Branch
   Journal Building, 11th floor
   365 Laurier Ave., West
   Ottawa, Ontario K1A 0X6

3. Encourage participation in sport activities for 9 to 13 year olds by joining the Young Olympics of Canada. Further information can be obtained from:

   The Canadian Olympic Association
   Olympic House
   Cité du Havre
   Montreal, Quebec.
   H2K 2X4

4. Join in the Olympic activities suggested from time to time by the Olympic Promotion Committee. This is being sponsored by L'Association de Professionnels de L'Activité Physique du Québec (A.P.A.P.Q.), in cooperation with the Organizing Committee of the 1976 Olympic Games (C.P.J.O.) and the Ministry of Education.

Additional information can be obtained from the co-ordinator -

Claude Desjardins
881 Maisonneuve Blvd., East
Montreal, Quebec.
H2L 1Y9

5. Teach folk dances from various countries to different classes, and then hold a folk dance festival. Details of dances, calls, and records can be found in the Physical Education Course of Study and the supplement "Folk Dances for Elementary and High Schools".

6. Post pictures of international sporting events and explain the sport and the countries competing to the students.

7. Arrange sport activities in the form of tournaments, at the elementary school level, between nearby schools. These could be hosted at the local high school with high school students as officials on a professional day.

8. Inexpensive bronze, silver and gold awards can be made from the tops and bottoms of food tins or by cutting thin slices off a round pole about 2½" in diameter. These can be painted or covered with coloured tin foil. A piece of plastic lacing can be tied through a hole to form a necklace.

9. A bicycle safety riding course could be painted on the hard surfaced area of the school grounds. Points could be awarded on the basis of the best cyclist.

SOCIAL SCIENCE UPPER ELEMENTARY LEVEL

VISITING THE OLYMPICS

A game for three or more players

OBJECTIVES:

Through playing this game several times the child will learn:

1. To become familiar with the map of the world.
2. To locate places on the map of the world.
3. The relative location of places on the map of the world.
4. To read maps.
5. To add numbers quickly.
6. The background of the Olympic Games.
7. Some knowledge of the cities in which the Olympic Games have been held

MATERIALS NEEDED:

1. A wall map of the world to be placed on the floor to serve as game board.
2. A chart giving in time order all the cities in which the Modern Olympics have taken place.
3. Markers to show where each player is on the map.
4. Up to four dice to determine which Olympic Games each player is to visit.
5. A series of questions and answers concerning the cities to be visited, graded in difficulty - for example, specific knowledge, map location, very general knowledge.
6. A quiz master to read the question and judge the acceptability of the answer given.
7. Pieces of bronze, silver and gold paper to represent medals.

THE GAME:

1. Each player in turn chooses to throw 1, 2, 3 or 4 dice. The total of the numbers on each die will determine the Olympic Games he will visit, (e.g. when a player throws 3 dice totalling 14; he looks on the chart to find the city which hosted the 14th Olympics - London - and places his marker at London on the map.) If the total of the dice is 22 or over he may throw the dice again.

2. The player now selects the medal he intends to work for.

   - The gold medal is worth three points. To earn it, the player must answer the most difficult question correctly.

   - The silver medal is worth two points and is earned by answering a question based upon the map.

   - The bronze medal, worth one point, is granted for correctly answering a true - false question, the easiest of the three questions passed by the quiz master. See examples below.

Gold Medal Question

London is one of the world's three largest cities. Name the other two cities and the countries where these cities are located.

Answer - Tokyo, Japan
New York, U.S.A.

Silver Medal Question

What longitude is London?

Answer - 0^{o}

Bronze Medal Question

Child is given a Canadian stamp with the Queen's picture and must indicate whether the following statement is True or False.
This person's main home is in London.

3. The player tells the quiz master which medal he is trying for.
The quiz master poses the appropriate question.
If the player answers the question correctly he is awarded the medal with its corresponding points.
The player with the highest score is declared the winner.
An incorrect answer means no medal and no points. There should be no second chances on a single turn.

NOTE: Players will soon realize the wisdom of trying for the bronze medal until they are more familiar with the game.

OBJECTIVES:

1. To provide background information about Olympic standards of achievement.

2. To aid the pupil in appreciating the results of the events to be witnessed.

3. To give the teacher an opportunity to acquaint the pupils with standard distances and heights.

4. To provide the framework so that a pupil may measure himself or herself against excellence.

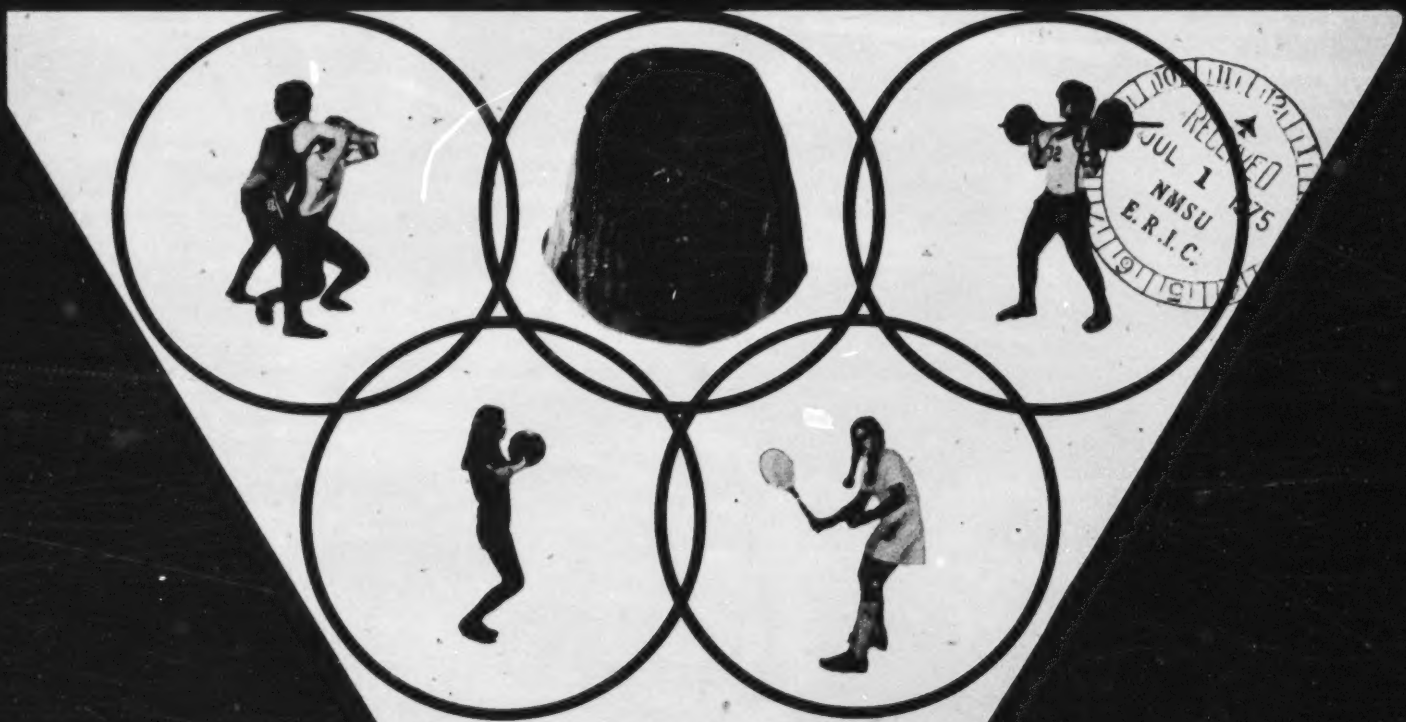
M E N

100 metres	9·9s
200 metres	19.8s
400 metres	43.8s
800 metres	1 m. 44.3 s
1500 metres	3 m. 34.9 s
5000 metres	13 m. 39.6 s
10,000 metres	28 m. 24.4 s
110 m. Hurdles	13.3 s
400 m. Hurdles	48.1 s
3000 m. Steeplechase	8 m 30.8 s
4 x 100 m. Relay	38.2 s
4 x 400 m. Relay	2 m 56.1 s
High Jump	2.24 m (7'4")
Long Jump	8.90 m (29'2½")
Triple Jump	17.39 m (57'0½")
Pole Vault	5.40 m (17'8½")
Shot	20.68 m (67'10¼")
Discus	64.78 m (212'6")
Hammer	73.36 m (240'8")
Javelin	90.10 m (295'7")
Decathlon	8,193 points
20,000 metres Road Walk	1 h 29 m 34 s
50,000 metre Road Walk	4 h 11 m 12.4 s
Marathon	2 h 12 m 11.2 s

WOMEN

100 metres	11.0 s
200 metres	22.5 s
400 metres	52.0 s
800 metres	2 m 00.9 s
80 m. Hurdles	10.3 s
4 x 100 m Relay	42.8 s
High Jump	1.90 m (6'2-3/4")
Long Jump	6.82 m (22'4½")
Shot	19.61 m (64'4")
Discus	58.28 m (191'2")
Javelin	62.40 m (204'8½")
Pentathlon	5,246 points

ACTIVITES ECOLYMPIQUES



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E.R.I.C.

75-76

32

Protestant School Board of Greater Montreal

LE CREDO OLYMPIQUE

"Le plus important aux Jeux Olympiques n'est pas d'y vaincre, mais d'y prendre part, car l'essentiel dans la vie n'est pas tant de conquérir que de bien lutter."

Pierre de Coubertin

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FEVRIER 1975

LA DEVISE OLYMPIQUE

La devise du Comité International des Jeux Olympiques est:

" CITIUS - ALTIUS - FORTIUS "

(Plus vite - Plus haut - Plus fort)

L'ESPRIT OLYMPIQUE

Les Comités Olympiques Nationaux se doivent d'encourager l'esprit olympique au sein de la jeunesse de leurs pays respectifs. Ils se doivent de faire connaître au public et à la presse la philosophie de l'amateurisme; car il y a trop tendance à admirer les performances et les nouveaux records, au détriment des valeurs sociales, éducatives, esthétiques, morales et spirituelles qu'offre le sport amateur.

PREFACE

LES JEUX ARRIVENT!
LES JEUX SONT LA!

Les enseignants sont toujours à l'affût de ce qui peut stimuler l'apprentissage. Les récents événements du "Watergate", par exemple, ont fourni aux professeurs de Sciences Sociales et Politiques une occasion sans précédent d'examiner avec leurs élèves la procédure de destitution aux Etats-Unis.

Chez nous, les Jeux Olympiques bénéficient d'une abondante publicité et nous avons largement le temps d'élaborer des activités d'apprentissage utiles en rapport avec la venue des Jeux à Montréal en 1976.

Le but du présent livret est de donner quelques idées aux professeurs et de les encourager, ainsi que les directeurs, à en trouver d'autres.

M. H. Stanley

M. H. Stanley
Directeur des Etudes

REMERCIEMENTS

Le personnel du Service des Programmes du P.S.B.G.M. a réuni les éléments de ce livret dans l'espoir qu'il aidera les enseignants à profiter de la venue prochaine des Jeux Olympiques pour organiser des activités pédagogiques de valeur.

Nous espérons qu'en s'intéressant aux Jeux Olympiques, les élèves connaîtront mieux les buts du mouvement olympique et voudront, selon l'idéal antique, posséder "une âme saine dans un corps sain".

Nous tenons à remercier ici tout le personnel du Service des Programmes pour sa collaboration à cette entreprise.

Fabienne Marelli
Jean Le Guillou
Walter Mingie

Comité des Jeux Olympiques
Service des Programmes - P.S.B.G.M.

La couverture a été conçue et dessinée par les élèves du cours de "Mass Media" de l'école secondaire Wagar.

LES OBJECTIFS DU MOUVEMENT OLYMPIQUE

Lorsque le Baron de Coubertin ranima les Jeux Olympiques, ce n'était pas seulement pour permettre aux concurrents de gagner des médailles ou de battre des records. Ce n'était pas non plus pour amuser le public ou pour lancer les candidats dans une carrière professionnelle; et ce n'était certes pas pour prouver la supériorité d'un système politique sur un autre.

Le Baron de Coubertin voulait...

1. montrer au monde entier qu'un programme national d'éducation physique et de sports de compétition forme des garçons et des filles forts et sains, et des citoyens meilleurs et plus heureux, car la pratique bien comprise du sport amateur forge le caractère.

2. illustrer les principes de justice et d'honnêteté qui peuvent s'appliquer à bien d'autres activités.

3. éveiller l'intérêt envers les beaux-arts à travers expositions et démonstrations et contribuer ainsi à une vie plus riche et plus pleine.

4. enseigner que le but du sport est le plaisir et non l'argent, que la récompense se trouve dans l'action elle-même et dans l'effort qu'on met à accomplir sa tâche. C'est là la philosophie du sport amateur, résolument opposée au matérialisme.

5. créer parmi les nations un climat d'amitié et de bonne volonté pour un monde plus heureux et plus pacifique.

LES JEUX OLYMPIQUES

(Notes historiques)

Les XXIèmes Jeux Olympiques auront lieu à Montréal du 17 juillet au 1er août 1976.

Le programme des Jeux de Montréal comprend 21 sports: l'athlétisme, l'aviron, le basket-ball, la boxe, le canoë, le cyclisme, l'escrime, le football ("soccer"), la gymnastique, l'haltérophilie, le handball, le hockey, le judo, la lutte gréco-romaine, la natation, le pentathlon moderne, les sports équestres, le tir, le tir à l'arc, le volleyball et la voile (sur le lac Ontario).

Selon la légende populaire, le fondateur des Jeux Olympiques serait Hercule, fils de Zeus. Leur importance à l'époque était telle que les Grecs se servaient de l'intervalle de quatre ans entre les Jeux pour mesurer le temps. Cet intervalle s'appelait une Olympiade.

Les premiers Jeux Olympiques remontent au moins à 776 av. J-C. et eurent lieu tous les quatre ans pendant 1200 ans, jusqu'à leur abolition en l'an 394 de notre ère. Les premiers Jeux Olympiques de l'ère moderne se déroulèrent à Athènes (Grèce) en 1896 grâce aux efforts de Pierre de Coubertin. Depuis cette date, ils ont lieu tous les quatre ans. Seules les deux guerres mondiales ont interrompu la série.

Les Jeux Olympiques d'hiver débutèrent en 1924 et se tiennent la même année que les Jeux d'été, mais à un endroit différent et même généralement dans un pays différent.

LES JEUX OLYMPIQUES DE L'ERE MODERNE

Date	Ville	Pays
1896	Athènes	Grèce
1900	Paris	France
1904	St Louis	Etats-Unis
1908	Londres	Angleterre
1912	Stockholm	Suède
(1916)*	(Berlin)	(Allemagne)
1920	Anvers	Belgique
1924	Paris	France
1928	Amsterdam	Pays-Bas
1932	Los Angeles	Etats-Unis
1936	Berlin	Allemagne
(1940)*	(Helsinki)	(Finlande)
(1944)*	(Londres)	(Angleterre)
1948	Londres	Angleterre
1952	Helsinki	Finlande
1956	Stockholm et Melbourne	Suède Australie
1960	Rome	Italie
1964	Tokyo	Japon
1968	Mexico	Mexique
1972	Munich	Allemagne

* Années où les Jeux Olympiques n'ont pas eu lieu.

JEUX ET ACTIVITES

Thème: Vocabulaire des Jeux Olympiques

MOTS MYSTERE: Le rénovateur des Jeux Olympiques de l'ère moderne.

L	E	S	P	H	E	R	E	H
B	A	R	L	Y	O	N	P	A
D	F	L	A	M	B	E	A	U
E	O	C	N	N	M	O	Y	Y
O	R	E	T	E	J	B	S	E
A	T	H	L	E	T	E	S	U
R	T	B	U	O	V	I	T	E
I	M	E	D	A	I	L	L	E
E	N	E	D	A	T	S	J	O

Emblème
flambeau
athlètes
fort
vite
haut
hymne
médaille
or
pays
stade
lois
été
jeu
plan
sphère
Jeux Olympiques (initiales)

SAVIEZ-VOUS QUE.....

– Le porteur du flambeau
Un athlète grec, au profil classique, le front ceint de laurier, porte le flambeau olympique, symbole qui ranime l'idéal des Jeux olympiques.

– La couronne et les anneaux olympiques
La couronne qui récompensait le vainqueur était faite de laurier qui était dénuée de toute valeur pécuniaire et qui symbolise le sport amateur dans les Jeux olympiques des temps modernes. Le symbole composé de cinq anneaux découvert sur l'emplacement des premiers Jeux olympiques représente désormais les cinq continents et l'amitié qui lie les hommes.

– La tête de Zeus
Les premiers Jeux olympiques se tenaient en l'honneur de Zeus, Dieu suprême du panthéon grec. L'artiste rend, dans un dessin aux traits stylisés, la chevelure et la barbe de Zeus dont les ondulations se marient à l'ondoiement des deux flambeaux olympiques.

– Le temple de Zeus
Le temple de Zeus était le symbole temporel du caractère sacré des premiers Jeux olympiques. Il renfermait la statue de Zeus, en ivoire et or, oeuvre de Phidias et l'une des sept merveilles de l'antiquité.

Pour vous, chez vous

Vous pouvez maintenant rencontrer les conférenciers du programme de Promotion de l'Olympisme en milieu scolaire.

Le mouvement olympique, l'origine des Jeux Olympiques, leurs [illegible] et leurs retombées, le déroulement des Jeux Olympiques, [illegible]ation de la femme aux Jeux Olympiques, tels sont les principaux thèmes qui peuvent être développés par les conférenciers de

Nous vous invitons à regrouper les professeurs de votre institution et organiser des sessions d'information concernant l'Olympisme et les Jeux Olympiques.

Les demandes devront être adressées à:

"Promotion de l'Olympisme en milieu scolaire"

a/s Claude Desjardins
881 est, boul. de Maisonneuve
Montréal, Qué.
H2L 1Y9
(514) 527-9311, local 219

ou

a/s Jacques Turgeon
Local 2122
P.E.P.S.
Université Laval
Québec
G1K 7P4
(418) 656-4017

Banque de films

Les responsables du programme de Promotion de l'olympisme en milieu scolaire désirent attirer votre attention sur le projet "Banque de Films" réalisé en collaboration avec le service de l'Audio-vidéothèque de l'Université Laval.

Cette banque mettra à votre disposition un éventail de films à caractère historique et artistique se rapportant à l'Olympisme et aux Jeux Olympiques, ainsi qu'aux sports en général.

A cet effet, une filmographie sera publiée en février 1979 pour toutes les écoles du Québec. Nous vous invitons, entre-temps, à visionner les principaux documents qui composeront cette banque de films.

MODALITÉS DE PRÊT

La distribution des films est assurée par le service de l'Audio-vidéothèque de l'Université Laval. Les réservations doivent se faire par écrit et au moins deux (2) semaines à l'avance.

Toute demande doit être adressée à:

Audio-vidéothèque
Pavillon de la bibliothèque générale
a/s Banque POMS
Université Laval
Québec
G1K 7P4

A noter que les prêts sont d'une semaine au maximum (durée d'utilisation, excluant délais de transport). Les colis postaux devront TOUJOURS ÊTRE ASSURÉS. Les frais de transport pour le retour reposent à la charge de l'emprunteur.

L'AUDIO-VIDÉOTHÈQUE EXIGE LES FRAIS SUIVANTS:

Film noir & blanc ou couleur, 1 à 20 minutes: $10.
Film noir & blanc ou couleur, 20 à 40 minutes: $15.
Film noir & blanc ou couleur, 40 minutes et plus: $20.

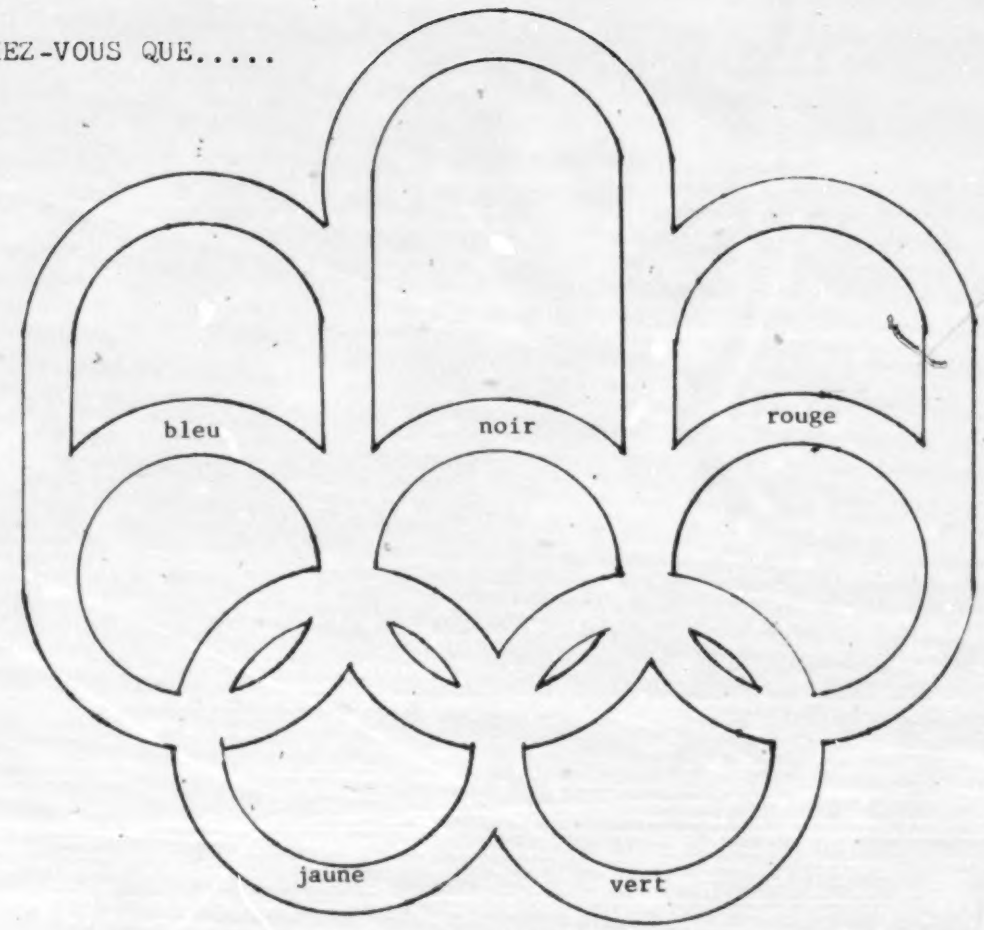
FILMS DISPONIBLES

TITRE	SUJET	CARACTÉRISTIQUES TECHNIQUES (1-son) (2 - 16 mm.)
[illegible] DE COUBERTIN	Rénovation et rétrospectives des Jeux Olympiques (1896-1964).	26 min., n/b, 1-2
BALLET ADAGIO	Exécution d'un pas de deux	10 min., coul., 1
SKI DE FOND	Randonnée en ski de fond.	6 min., coul., 1-2
LE COUREUR	Présentation de Bruce Kidd	10 min. 43 sec., n/b, 1-2
JUDOKA	Présentation de Doug Rogers	18 min. 20 sec., n/b, 1-2
OPÉRATION OPTIMIST	Voile	17 min., coul., 1
9 MINUTES	Lutte	9 min. 12 sec., coul., 1-2
APPUIS & SUSPENSIONS	Gymnastique masculine	9 min. 48 sec., n/b, 1-2
CORPS AGILES	Gymnastique féminine	7 min. 40 sec., n/b, 1-2
VOLLEY BALL	Volley Ball	9 min. 57 sec., n/b, 1-2
[illegible] CYCLES	Cyclisme	16 min. 31 sec., coul., 1-2
[illegible] OLYMPIAD	Voile	27 min., coul., 1
SKI: VERS LA CONQUÊTE	Ski alpin	20 min., coul., 1
POLYMPIE	Document officiel des Jeux Olympiques de Berlin 1936.	225 min., n/b, 1-2
TOKYO OLYMPIAD	Document officiel des Jeux Olympiques de Tokyo 1964	132 min., coul., 1-2
OLYMPICS IN MEXICO	Document officiel des Jeux Olympiques de Mexico 1968	114 min., coul., 1-2

* NOUS NE POUVONS, POUR LE MOMENT, OFFRIR LA VERSION FRANÇAISE DE CES FILMS.

Pour toute information supplémentaire, [illegible]
Promotion de l'Olympisme en milieu scolaire
Banque de Films
a/s Jacques Turgeon
Local 0123 Université Laval
Québec G1K 7P4

SAVIEZ-VOUS QUE.....



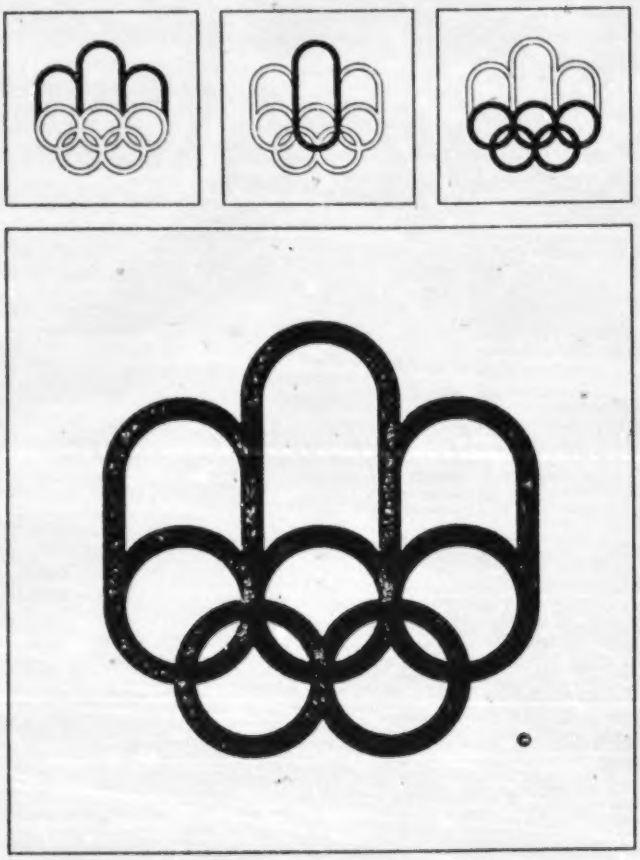
...l'emblème des Jeux de la XXIème Olympiade contient plusieurs symboles:

- les cinq anneaux entrelacés de la partie inférieure représentent les cinq continents et la fraternité universelle.

- la partie supérieure retrace le M de Montréal et la forme du podium sur lequel montent les champions.

- au milieu se trouve la piste du stade olympique.

Reproduis cet emblème en respectant les couleurs données pour chaque anneau olympique.



Le drapeau

Le drapeau olympique est à fond blanc, sans bordure; il porte au centre les 5 anneaux entrelacés. Ce drapeau doit flotter dans l'arène pendant toute la durée des Jeux. Il doit être abondamment mêlé, dans le stade et aux alentours, aux drapeaux de toutes les nations et territoires participants.

La flamme

Dans la Grèce antique, une flamme sacrée était entretenue sur l'autel de Zeus pendant la durée des Jeux. Pour la première fois, aux Jeux d'Anvers, la flamme olympique, allumée à Olympie, brille en permanence au-dessus du stade. La coutume s'est perpétuée. Pour les Jeux de 1936, 3 000 athlètes se sont relayés pour porter le flambeau olympique d'Olympie à Berlin. Pour les Jeux de la XXIe Olympiade, la flamme olympique voyagera également sans s'éteindre d'Olympie à Montréal.

L'emblème des Jeux de Montréal

Oeuvre du graphiste canadien Georges Huel, l'emblème officiel des Jeux olympiques de 1976 a été dévoilé le 22 août 1972 à Munich. Le jury a retenu la présentation de M. Huel pour sa simplicité, sa sobriété, sa clarté formelle, son style lapidaire, toutes qualités et conditions considérées comme essentielles.

L'emblème des Jeux olympiques de 1976 se compose des 5 anneaux olympiques, surmontés du podium qui est, avec beaucoup d'à-propos, l'interprétation graphique de la lettre M, lettre initiale de Montréal. Au centre, on retrouve la piste du stade olympique.

Cet emblème évoque à la fois la fraternité universelle que propose l'idéal olympique, la gloire des vainqueurs, l'esprit chevaleresque de leurs luttes et l'accession de Montréal au rang de ville olympique.

SYMBOLES OFFICIELS

- Trouve à quel sport correspond chacun des symboles officiels:

	N°
Voile	☐
Tir	☐
Escrime	☐
Gymnastique	☐
Canoë	☐
Cyclisme	☐
Volleyball	☐
Athlétisme	☐
Judo	☐
Pentathlon moderne	☐
Hockey	☐
Sports équestres	☐
Football	☐
Haltérophilie	☐
Basketball	☐
Natation	☐
Boxe	☐
Handball	☐
Lutte	☐
Tir à l'arc	☐
Aviron	☐

- Pour chaque symbole officiel, trouve les accessoires ou le matériel utilisé:

ex: hockey: bâton et rondelle...

Offizielle Zeichen
Symboles officiels
Official Symbols

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

Voici l'hymne olympique:

- Compose à ton tour un petit poème, une chanson ou un texte libre sur les Jeux Olympiques.

  Tu peux te servir du vocabulaire cité dans les mots-mystère.

ACADEMIE OLYMPIQUE INTERNATIONALE

INTERNATIONAL OLYMPIC ACADEMY

HYMNE OLYMPIQUE

(par: Costis Palamas)

(Musique par: Spiros Samaras)

(traduction libre du grec par M. Merlier)

Esprit antique et éternel, créateur auguste
De la beauté, de la grandeur et de la vérité
Descends ici, parais, brille comme l'éclair
Dans la gloire de la terre et de ton ciel.

Dans la course et la lutte et le poids
Des nobles Jeux éclaire l'élan,
Prépare la couronne faite de la branche immortelle
Et donne au corps la force de l'acier et la dignité.

Les campagnes, les monts, les mers brillent autour de toi,
Comme un grand temple fait de pourpre et de blancheur,
Et dans le temple ici accourent tous les peuples
Pour se prosterner devant toi, Esprit antique et éternel.

OLYMPIC ANTHEM

(by: Costis Palamas)

(Music by: Spiros Samaras)

Free translation

Ancient Immortal Spirit, chaste Father
Of all that is Beauty, Grandeur and Truth
Descending appear with Thy presence
Illuminate Thine Earth and the Heavens.

Shine upon noble endeavours wrought
At the Games on Track and in the Field.
Crown with Thy eternal evergreen branch
The bodies, making them stronger and worthy.

Dale, Mount and Ocean, with Thy Light,
As a white and purple temple, brighten!
To Thine Temple, to Thy worship, come all.
Oh! Ancient Eternal Spirit!

HISTOIRE DES JEUX OLYMPIQUES

- Cherche et trouve ce que rappellent ces dates:

776 (av. J-C)
394 (de notre ère)
1892
1893
1894
1896
1900
1912
1932
1972

- Voici des noms célèbres dans l'histoire des Jeux Olympiques; Trouve pourquoi.

Hercule	C. Herbert
Théodore le Grand	Baron de Courcel
Pierre de Coubertin	Lord Killarnin
W. H. Sloan	le maire Drapeau

- Imaginez, créez une fresque composée de visages célèbres des Jeux Olympiques en les classant par ordre chronologique.

- Fabriquez un jeu de cartes des personnages célèbres des Jeux ou des différents costumes portés par les joueurs pour chaque sport olympique.

EPREUVES SPORTIVES

- LE PENTATHLON.

C'était une épreuve importante dans les Jeux antiques.

Que comportait-elle?

Que comprend le pentathlon moderne?

- CLASSEMENT DES FINALISTES

Comment procède-t-on pour le classement des athlètes aujourd'hui?

Pouvez-vous faire un schéma en donnant un exemple précis?

LE JOURNAL DE CLASSE

DES JEUX OLYMPIQUES DE MONTREAL

- ECHOS

- NOUVELLES

- PLAN DES JEUX, CALENDRIER SPORTIF

- ORGANISATION (COJO) Tél: 342-2171

- PRIX DES BILLETS

- JOURNEES INAUGURALES

- LE TOURISME

- VOS ESPOIRS ET VOS ATTENTES; VOS OPINIONS

ACTIVITES

INDIVIDUELLES OU EN EQUIPE

- Choisis une des épreuves sportives des Jeux Olympiques modernes.
- Cherche des renseignements précis concernant cette épreuve.
- Trouve alors l'origine du sport que tu as choisi, les records battus dans ce domaine et ceux qui les ont obtenus.

- Imagine et crée un timbre olympique.

- Fabrique, seul ou en équipe, une affiche publicitaire pour les J.O. de 1976.

- Compose une lettre, invitant un ami à venir assister aux Jeux: décris-lui ce qu'il y aura de bien, et tes prévisions quant aux succès canadiens à ces Jeux.

ACTIVITE SUR LES TIMBRES OLYMPIQUES

L'un des premiers sports d'équipe joués au Canada fut la crosse. C'était le sport préféré des Indiens. Ils jouaient aussi avec les colons.

Comme le Canada a une grande variété de températures, on y pratique des sports très variés. Des timbres représentant les différentes activités sportives du Canada ont été émis depuis longtemps.

Plusieurs séries de timbres, saluant l'annonce des Jeux Olympiques de Montréal ont été émises depuis 1973. Chaque série illustre une chose précise.

- recherche ces timbres
- décris-les
- commence une collection de timbres olympiques

Si tu veux des renseignements, écris au:

SERVICE DE PHILATELIE
POSTES CANADIENNES
OTTAWA - CANADA
K1A OB5

Pour recevoir gratuitement cette information, veuillez cocher les articles désirés et poster votre demande à:

25.

CENTRE D'INFORMATION SUR L'OLYMPISME
Promotion olympique en milieu scolaire
1415 est, rue Jarry
Montréal, Québec
H2E 2Z7

L'OLYMPISME

- L'histoire des Jeux antiques
- L'histoire des Jeux olympiques du Journal Coccinelle
- L'olympisme, c'est quoi
- Qui est le Baron Pierre de Coubertin?
- Pensée et philosophie du Baron Pierre de Coubertin sur l'olympisme
- Le Comité international olympique et son avenir
- La durée des Jeux olympiques
- L'historique de la flamme olympique
- Le symbole de l'emblème du Comité international olympique
- Le serment olympique, le credo olympique et la devise olympique
- Différence entre mouvement olympique, esprit olympique et jeux olympiques
- L'organisation générale et le déroulement des Jeux olympiques
- Aspects culturel et artistique du sport
- Histoire des Jeux modernes
- Les vules olympiques, le nombre de sports, d'athlètes et de pays participants
- La femme et les Jeux olympiques

LE CANADA ET LES JEUX OLYMPIQUES

- La Maison olympique de l'Association olympique canadienne
- La participation du Canada aux Jeux olympiques depuis 1896

LE COMITÉ ORGANISATEUR DES JEUX DE LA XXIème OLYMPIADE

- Histoire du centre administratif du C.O.J.O.
- Le Comité organisateur des Jeux de 1976
- Liste officielle des lieux de compétitions des Jeux de 1976
- Les pictogrammes des épreuves sportives
- La signification du sigle du C.O.J.O
- Le castor, mascotte des Jeux olympiques de 1976
- Les constructions olympiques, responsabilités, réalisations et projets du C.O.J.O.
- Les installations olympiques — "le stade, le vélodrome, le Village olympique"
- Financement des Jeux olympiques de 1976
- Le programme "arts et culture" des Jeux olympiques de 1976
- Le trajet de la flamme olympique des Jeux de 1976
- Le camp olympique de la jeunesse
- O.R.T.O., organisme de radio-télévision des Jeux olympiques
- La technologie et les Jeux olympiques de 1976
- Hébergement-Québec olympique 1976

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N.B. Si vous désirez de la documentation sur un sujet n'apparaissant pas dans cette énumération, prière de nous communiquer le sujet et nous ferons les recherches nécessaires.